

**Student Perceptions on Campus Safety and Physical/Sexual Assault**  
**at The Ohio State University**

Presented in Partial Fulfillment of the Requirements for the Degree Bachelor of Science in Social  
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Thesis

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## **Abstract**

According to the National Sexual Violence Resource Center, one in 5 women and one in 16 men are sexually assaulted while in college. The Clery Act (1990) requires colleges and universities to disclose campus safety information, and provide requirements for handling sexual violence and emergency situations. However, there isn't enough literature available on student perceptions during such sexual violence encounters or dangerous circumstances. The purpose of this research is to understand perceptions of students on physical/sexual assault at The Ohio State University, and their attitudes towards administration in regards to campus safety, prevention, and response to violent occurrences. To examine these objectives, an online survey with Likert type items was administered to 70 students living on or near Ohio State's campus through social media and email. Of these students, 13 identified as male, 56 identified as female, and 1 identified as non-binary. Preliminary results indicate that 75% of participants feel safe on Ohio State's campus, 28% feel that administration does a good job informing students on how to handle a potentially dangerous situation, and 69% feel that administration properly handles dangerous situations after they have occurred. In addition to these results, 83% of participants personally know someone who has been a victim of sexual assault, 56% personally know someone who has been victim of a physically violent crime, 38% have been personal victims of sexual assault, and 8% have been personal victims of a physically violent crime. The results of this research indicate a need for administration at Ohio State to focus on prevention mechanisms so students feel better prepared when unexpected dangerous situations occur. This study provides a recommendation for further research on student perceptions on campus safety and physical/sexual assault across a larger sample population on various campuses across the United States.

## **Academic History**

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Social Work

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## **Chapter 1: Introduction**

According to the Rape, Abuse, and Incest National Network (RAINN), sexual violence is pervasive, and among all undergraduate and graduate students, 11.2% experience rape or sexual assault through physical force, violence, or incapacitation. Furthermore, they state that 4.2% of all students have experienced stalking since entering college. Mary Roark, an Associate Professor and Counseling Program Coordinator at State University of New York at Plattsburgh, states, "progress in the elimination of campus violence will be due more to a core of knowledgeable and committed persons than it will be to innovations in types of activities" (Roark, 1994). To further understand dangerous situations that occur on college campuses, Roark provides a discussion on types of campus crime, considerations about the collegiate setting, and effects of such violence.

### **1.1 Campus Crime**

Common types of crime on campus occur in different categories; rape, non-sexual physical attack, and dating violence. Other less common forms of campus violence include bias-related violence, which consists of harmful acts directed against specific ethnic, cultural, or religious groups, casual violence, which consists of random acts of violence with no purpose or underlying reasoning, academic harassment, which consists of the intimidation of students by professors, and finally, sexual harassment and hazing. Despite efforts to maintain a safe environment, Roark (1994) reports that the collegiate setting provides a culture in which violence can frequent.

Aside from youthful indiscretions and lack of judgment, college campuses also consist of various societal habits, cultural norms, ethnic customs, and individual and family histories,

which can include abuse to and by others. Roark (1994) states that assumptions about security and safety within a campus community could potentially allow individuals to put their trust in an untrustworthy environment, thus it is crucial to understand setting-specific conditions of violence on individual campuses. Whether of a preventative or developmental nature, Roark (1994) suggests naming the realities of campus violence, as it is essential to intervention work, and looking at where and to whom such violence takes place. This may include deciphering geographical boundaries, looking at social roles outside of institutional boundaries, discovering the effects of violence on institutional roles, and being observant of the violence which constituents inflict on others beyond their institutional roles or boundaries. As actions of constituents occur outside of geographical boundaries, Roark (1994) points out that institutional responsibility is less clear, regardless of the individual's institutional role. She mentions that violent behavior is caused by the interaction of personality, biology, environment, and social acceptability. Within these webs of issues incorporated by campus violence, Roark (1994) reports that the overlapping phenomena includes; vulnerability of traditional-age college students, societal legitimization of violence, entanglement of sexuality and violence, sex role socialization processes, hierarchical patterns of dominance, abusive use of substances, denial, inequality, and prejudice.

Campus violence can affect both the individual and the institution. On an individual level, Roark (1994) states that effects of violence on individuals can be in cognitive or behavioral domains. The National Institute of Justice (NIJ) reports that victims can suffer short and long-term health issues, such as sexually-transmitted diseases, anxiety, eating disorders, chronic illness, and post-traumatic stress disorder. The NIJ states, "college students who have been sexually assaulted are more likely to engage in risky behaviors, such as binge drinking and drug

use, and have lowered academic achievement, and they may be at greater risk for re-victimization” (Fedina, L., Holmes, J. L., & Backes, B., 2016). On an institutional level, Roark (1994) reports that as a result of campus violence, the institution may lose the time and capacities of students and staff, forfeit a positive image, have their withdrawal rates increase, and could potentially promote a violent campus climate, which can all produce monetary and moral costs. However, all institutions are required to report their campus crime occurrences in an annual security report, due to The Clery Act.

## **1.2 The Clery Act (1990)**

The Clery Act is a consumer protection law that aims to provide transparency around campus crime policy and statistics. This act is named in memory of Jeanne Clery, who was raped and murdered in her residence hall room by a fellow student she did not know on April 5, 1986. Her parents pushed for laws requiring the disclosure of campus crime information, and thus resulted in becoming a federal law titled The Clery Act, which was enacted in 1990. The U.S. Department of Education (ED) is responsible for enforcing the Clery Act, and institutions that violate the Clery Act may face warnings, violation fines up to \$35,000 per fine, suspension of federal aid, or the loss of eligibility to participate in federal student aid programs. No later than October 1<sup>st</sup> every year, institutions must release an Annual Security Report (ASR) to all current students and employees, as well as make it available to all prospective students and employees upon request. The ASR includes three years’ worth of crime statistics, as well as current security policies and procedures. The Annual Security Report for The Ohio State University (OSU) can be found on The Department of Public Safety’s website, [dps.osu.edu](https://dps.osu.edu), under The Clery Act tab.

OSU’s Annual Security Report consists of 115 pages. Throughout this report, they provide details on several categories. These categories include information on emergency

numbers, community and campus police division, safety and crime prevention initiatives, Title IX, Sexual Violence Committee, student conduct, university housing, off-campus and commuter engagement, Bias Assessment and Response Team (BART), student legal, health, and safety services, university hospitals, emergency notification, response, and evacuation procedures, notification of missing students, policies related to crime, alcohol, drugs, and warning policies, safety tips, crime statistics, number of arrests and disciplinary referrals, and finally definitions on what is considered on-campus, off-campus, and public property.

### **1.3 OSU Annual Security Report**

Regarding crime statistics, OSU's Annual Security Report details various crimes reported on-campus, off-campus, and on public property, as well as hate crimes and unfounded crimes. Of the various crimes that were reported to police, these include aggravated assault, arson, burglary, manslaughter by negligence, murder and non-negligent manslaughter, motor vehicle theft, robbery, rape, fondling, sex offense forcible, incest, statutory rape, sex offense non-forcible, domestic violence, dating violence, and stalking. From 2013-2015, OSU reported 15 aggravated assaults on-campus, 6 off-campus, and 3 on public property; 27 burglaries on-campus, 20 off-campus, and none on public property; and 18 robbery related offences on-campus, 3 off-campus, and 24 on public property. Furthermore, from 2014-2015, OSU disclosed 45 rapes on-campus, 7 off-campus, and none on public property. Though these numbers may seem shocking to some people, these are only a few crimes on campus that were actually reported to police. According to the National Sexual Violence Resource Center, more than 90% of sexual assault victims on college campuses do not report the assault.

Of the hate crimes mentioned, there were four reported crimes each year that all occurred on-campus from 2013-2015. In 2013, there were hate crimes for simple assault characterized by

Ethnicity/National Origin, intimidation characterized by Ethnicity/National Origin, and two reported for destruction, damage, and vandalism of property characterized by Sexual Orientation. In 2014, there were hate crimes for intimidation characterized by Gender, intimidation characterized by Race, intimidation characterized by National Origin, and destruction, damage, and vandalism of property characterized by National Origin. In 2015, there were hate crimes for destruction, damage, and vandalism of property characterized by Sexual Orientation, destruction, damage, and vandalism of property characterized by National Origin, intimidation characterized by Sexual Orientation, and intimidation characterized by Gender. Of the unfounded crimes, OSU reports three incidences, however, they do not provide a definition on what is considered to be an “unfounded crime”. When looking into efforts put forth by OSU to combat crimes detailed on their Annual Security Report, measures on prevention mechanisms, response procedures, and definitions on aspects of campus violence were assessed.

### **Prevention**

When considering prevention efforts of campus crime on OSU’s Annual Security Report, three sections were reviewed; Safety and Crime Prevention Initiatives, Campus Sex Crime Prevention Act Information, and Protective Measures. In the category of Safety and Crime Prevention Initiatives, details on international travel safety, built environment security, security planning strategies, crime prevention, and safety programs and education are provided. To maintain safety for students who travel abroad to study, OSU provides everyone in the program country specific information, emergency contact information, a handbook on various relevant issues, and requires these students to participate in health, safety, emergency response training.

Built environment security in the ASR describes how safety measures on campus, such as lighting and restricted access to buildings, are implemented for students to protect them from

harm. Furthermore, security planning strategies practices this same idea by focusing on safety and security when creating new designs and initiatives. The last concept in the Safety and Crime Prevention Initiatives section details crime prevention education and safety programs. This section provides information on police, student safety services, community crime patrol, emergency phones, surviving an active shooter, being a victim of sexual assault, and safety and crime prevention programs that are offered for upcoming and current students, as well as faculty and staff.

The OSU's Annual Security Report states that police are focused on establishing positive contacts with the campus community, identifying perceived problems that exist on campus, and developing programs that resolve problems. They are also partnered with the Joint Policing Program in an effort to improve the quality of police services available to students, as well as use various modes of transportation to be a more efficient resource when helping a student in need. Student Safety Services (SSS) is a safe ride program that provides transportation to students between the hours of 7 p.m. and 3 a.m. so they do not have to walk alone. In addition to SSS and emergency phones scattered around campus, community crime patrol also seeks to promote safety through proactive controls off-campus that help identify and report criminal activity.

To prevent crimes such as surviving an active shooter or sexual assault, OSU's Annual Security Report mentions that the Department of Public Safety at OSU released a video training that puts students in scenarios where active shooters are present in order to show students how to utilize the concept of Run, Hide, Fight. There is also a Sexual Assault Survivor's Rights program available for OSU students at the University Police Division. Lastly, crime prevention programs that are offered for upcoming and current students, faculty, and staff are available through Student Life and the police division at OSU.

These programs can be obtained on the Student Life and the OSU police department's website, as well as is discussed during student orientation. Crime prevention efforts for faculty and staff are through workplace violence trainings and policy development. Another program targeting crime prevention that is available for all students, community members, faculty, and staff is the Rape Aggression Defense (R.A.D.) course. This is a nationally recognized self-defense course taught by police officers from The Ohio State University Police Division, and is offered periodically throughout the year.

In the second section of prevention mechanisms on OSU's Annual Security Report, a website is offered to show where sex offenders in the area reside, which is required under the Campus Sex Crime Prevention Act. Finally, the third section reviewed for prevention mechanisms is OSU's Protective Measures. These measures include residence hall room changes, course changes, "no contact" directives, and possible suspension of perpetrators, in order to stop the victim from being terrorized or having the event reoccur. Furthermore, the OSU's Annual Security Report offers information on health risks of dangerous substances, and provides a section on Safety Tips and Crime Prevention. This section gives a list of safety tips and things to do in dangerous situations, provides emergency contact information, and discusses parental notification guidelines for alcohol and controlled substance violations.

Other efforts shown on OSU's Annual Security Report that seek to prevent campus violence are through the programs BUCK-I-CARE and Buckeyes ACT. BUCK-I-CARE tries to create an environment of personal responsibility of oneself and their potential partner(s). This includes checking to make sure the partner has the capacity to make sound decisions, asking or consent, respecting boundaries, and empowerment of doing the right thing. Buckeyes ACT focuses on action, counseling, and training. This program promotes reporting events of assaults

and violence, getting the victim help, and taking part in mandatory sexual misconduct and relationship violence training.

### **Response**

The Sexual Civility and Empowerment Program is detailed in OSU's Annual Security Report as providing services addressing situations of sexual violence including sexual assault, stalking, relationship violence, domestic abuse, and sexual harassment. This includes risk reduction strategies, and the Sexual Misconduct Assessment and Response Team (SMART). SMART seeks to ensure a prompt, thorough, and appropriate response to all reports of sexual misconduct at OSU, including sexual assault, relationship violence, and stalking. Other coalitions provided by OSU that seek to ensure proper responses of crime include the Title IX Task Force, Sexual Violence Committee, Student Conduct, Student Life University Housing, Off Campus and Commuter Student Engagement, Student Legal Services, Bias Assessment and Response Team (BART), Student Health Services, Student Safety Service, University Hospitals, and Emergency Notifications.

In regards to reporting a crime, OSU's Annual Security Report states, "The university strongly encourages all criminal activity to be reported to the University Police. Information about criminal behavior also may be reported to the offices of Student Conduct, University Housing, Human Resources, or to the Title IX Coordinator" (OSU Department of Public Safety, 2016). However, students should be aware that under Ohio's public records law (Ohio Revised Code §149.43), a university isn't permitted to promise confidentiality to those who report crimes to anyone except counselors for Counseling and Consultation Services, physicians at the Student Health Center, or physicians at other appropriate medical care settings. Furthermore, crimes



occurring off-campus are to be reported to the City of Columbus Police. This ASR provides definitions on what is considered to be on-campus, as well as the various types of crimes.

Once a crime is reported regarding cases of alleged dating violence, domestic violence, sexual assault, or stalking, Student Conduct starts an investigation. In the ASR, the university vows to treat the complainant with respect before, during, and after the investigation. The investigator will interview the complainant, the alleged, and any pertinent witnesses, as well as review police or other reports and collect relevant evidence. There is a sixty-day time frame in order to ensure efforts are being done in a timely matter. The alleged can accept responsibility and request an Administrative Decision, deny responsibility and request an Administrative Hearing before a University Hearing Officer, or deny responsibility and request a hearing before the University Conduct Board. Available sanctions include separation from the university, probation, a heightened state of warning, or a formal reprimand. In regards to sexual assault victims, OSU's Wexner Medical Center has a program for sexual assault or domestic violence survivors that provide medical care, crisis intervention, emotional support, referrals, interaction with a volunteer patient advocate, and follow-up phone contact by the program coordinator, if the patient desires. Sexual violence survivors at OSU are assisted by the Sexual Violence Support Coordinator.

### **Campus Crime Definitions**

According to OSU's 2016 Annual Security Report, on-campus is defined as, "Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of or in a manner related to the institution's educational purposes, including residence halls" or "Any building or property that is within or reasonably contiguous to the area identified in paragraph (1) that is owned by the

institution but controlled by another person, is frequently used by students and supports institutional purposes (such as a food or other retail vendor)". Off-campus is defined as, "Any building or property owned or controlled by a student organization that is officially recognized by the institution" or "Any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution. Finally, public property can be defined as "All public property, including thoroughfares, streets, sidewalks and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus. Public property, for purposes of data collection and this report, does not include businesses or private residences adjacent to the campus". See Appendix A for definitions on sexual assault and dating violence. (OSU Department of Public Safety, 2016).

#### **1.4 Recent Violence at The Ohio State University (OSU)**

In the 2016-2017 academic year, two major acts of violence have taken place on and near The Ohio State University's main Columbus campus. This includes a knife attack by an OSU student, and the death of Reagan Tokes. On November 28<sup>th</sup>, 2016, Abdul Razak Ali Artan drove over a curb on OSU's campus and struck people near Watts Hall. He then proceeded to get out of the car and chased people around with a knife. Luckily no one was killed, however, eleven people were injured, and along with physical injuries, there is a potential for psychological effects as well. In the past, a student-run newspaper at OSU quoted Artan saying, "I wanted to pray in the open, but I was scared with everything going on in the media. I'm a Muslim, it's not what the media portrays me to be. If people look at me, a Muslim praying, I don't know what they're going to think, what's going to happen" (Stankiewicz, August 25, 2016). This relates to the concept that Roark (1994) suggested, which is college campuses consisting of many societal

habits, cultural norms, and ethnic customs that interact, and therefore, may result in violence. Another aspect that attributes to campus violence is through the form of abuse.

Twenty-one-year-old Reagan Tokes was enrolled in her final semester at The Ohio State University when she was last seen leaving her serving job at Bodega on Wednesday February 8<sup>th</sup>, 2017. Bodega is located within the short north area of Columbus, Ohio, which is about a mile away from OSU's campus. Her body was found the following Thursday at a park in Grove City, Ohio, which is approximately a twenty-minute drive from Bodega. On that Saturday February 11<sup>th</sup>, 2017, twenty-nine-year-old Brian Golsby was identified as a suspect through DNA evidence gathered in and around Tokes' car, which was found not far from where he was living in Columbus. He was arrested and charged with aggravated murder, kidnapping, and aggravated robbery. Golsby has a history of abuse to others.

In November of 2010, Golsby raped a young woman in her car while her toddler watched. He pled guilty to robbery and attempted rape, both of which are second-degree felonies. During this time, he had also been found with eight additional charges ranging from first to third degree felonies, which were all later dropped by the prosecution. He ended up with two sentences for his crimes, both of which were supposed to last six years. Instead of serving these six-year sentences back to back, the prosecution allowed him to serve them at the same time. Therefore, Golsby served a mere six years' total in prison for the crimes he committed. He was released in November 2016, three months before he kidnapped, raped, and killed Reagan Tokes. Since her death was close to campus but did not specifically occur on campus, and due to the fact she was murdered by someone who is not an OSU student, it strikes a major question: Is this a form of campus violence? Furthermore, what is the essence of campus violence?

## **Chapter 2: Literature Review**

### **2.1 Mayhew, M. J., Caldwell, R. J., & Goldman, E. G. (2011)**

In 2011 a study by Mayhew, Caldwell, and Goldman sought out to understand a specific phenomenon: What is the essence of campus violence? The purpose of this study was to examine the phenomenon of campus violence through conducting twenty-three interviews with community stakeholders at an institution recently struck by deaths of two of its students. Stakeholders in this research can be defined as those members of the campus community who suffered injury, loss, or death due to campus violence episodes. This research was conducted at a mid-size university consisting of 11,000 undergraduate and 1,000 graduate students, and it is located within a small city of 100,000 residents.

In the summer of 2004, two female students were murdered, each by a male student who was close to his victim. In the first murder, a female student was sexually assaulted and killed in a residence hall by a classmate. Four weeks later, a female student was shot to death by her ex-boyfriend whom she had a restraining order against. Mayhew, Caldwell, and Goldman (2011) used a phenomenological approach to recognize the relationship between what is perceived externally and what is perceived internally, and is derived from first-person reports of life experiences by both the researcher and the participant. To answer the central research question on the essence of campus violence without biases or prejudgments, the researchers sought to understand the phenomenon of campus violence without making the stakeholders aware of the researchers' own experiences with the phenomenon.

After performing thematic clustering for unpacking the essence of campus violence, Mayhew, Caldwell, and Goldman (2011) discovered two primary themes; physicality and the

priority of using campus as a contextual cue for understanding violence. Physicality involves a range from purely physical to nonphysical, including verbal and emotional coercion intended to harm others. Some participants felt that campus violence must include physical forms of violence such as date rape, battery, or murder. Other participants in this category felt that nonverbal offences such as emotional coercion and verbal altercations are also forms of campus violence. The second theme of using campus as a contextual cue includes differentiating campus violence to other forms of violence, such as domestic violence. For this theme, some participants felt that using the word “campus” alongside violence meant that it was physically located at an institution, and/or that the victims had to be students, staff, or faculty members. Other participants in this theme felt that “violence” relating to the word “campus” was unimportant, and it is more necessary to define violence in general matters.

As a result of these findings, Mayhew, Caldwell, and Goldman (2011) state that “Campus violence is any action, verbal or physical, that coerces for the sake of harming or harms any person associated with the given campus community. It can be physical or verbal. It not only harms but coerces, often through silencing or disempowering, individuals or groups for the sake of inducing harm. It involves and affects all parts of a campus community, including the violence narrative idiosyncratic to a particular institution, its physical campus parameters, and its constituents, broadly defined as those with any stake in the given campus community.”. (Mayhew, Caldwell, and Goldman, 2011). Implications for this study propose using this research to better inform policy making aimed at reducing all forms of campus violence, including physical and nonphysical, and allows prevention specialists to use these findings to better prepare programming efforts designed to generate awareness about the occurrence of campus violence and methods for prevention.

## **2.2 Krivoshey, M. S., Adkins, R., Hayes, R., Nemeth, J. M., & Klein, E. G. (2013)**

In 2013, Krivoshey, Adkins, Hayes, Nemeth, and Klein assessed how Ohio colleges conformed to recommendations that addressed barriers to reporting sexual assault. This study obtained a complete listing of Ohio four year colleges through the U.S. Department of Education Institute of Education Services for the year 2009-2010, containing ninety-three colleges, and twelve regional campuses. For this research, two independent coders conducted coding on all universities using a 3-stage coding protocol which included 1) searching the term "sexual assault" using the college's search engine, 2) searching the student handbook using terms "sexual assault" and/or "crime", and 3) searching the term "safety" or "crime" using the college's search engine.

Krivoshey, Adkins, Hayes, Nemeth, and Klein (2013) decided to omit the term "rape" in reference to sexual assault because they report that a great number of victims are unwilling or unaware to comprehend that what was inflicted upon them was rape. Additionally, Krivoshey, Adkins, Hayes, Nemeth, and Klein (2013) describe that in the State of Ohio, "rape" is a specific legal term that addresses only one type of sexual assault, and in regards to this research, policies that address sex offenses on a college campus were expected to cover more than just the act of rape. The measures for this study include publicly available sexual assault policy, sexual assault definitions, reporting procedure, on-campus alternative to police, 24/7 reporting options, third-party reporting options, confidentiality, and anonymity.

This study found that two-thirds (66%) of Ohio colleges, accounting for all regional campuses, had a publicly available sexual assault policy. Out of the 66% of Ohio Colleges with a publicly available sexual assault policy, .04% included sexual assault definitions, 100% included reporting procedures, 91% had an on-campus alternative to police, 38% had a 24/7 reporting

option, 20% had a third-party reporting option, 48% had a confidential reporting option, and 13% had an anonymous reporting option. Furthermore, of reporting options for all 105 Ohio colleges, 60% had an on-campus alternative option, 13% had a third-party option, 31% had a confidential option, and only 1% allowed for the anonymous reporting for sexual assault.

Krivoshey, Adkins, Hayes, Nemeth, and Klein state that "Sexual assault policies (or lack thereof) can have significant impacts for communities and victims because sexual assault is underreported" (Krivoshey, Adkins, Hayes, Nemeth, and Klein, 2013).

Results of this study suggest that Ohio colleges are deficient in their accessibility to sexual assault policies, and very few schools define sexual assault or have anonymous reporting options. Implications for this study contribute to the knowledge of how to better serve sexual assault victims. To do so, Krivoshey, Adkins, Hayes, Nemeth, and Klein (2013) suggest three instructions; direct all sexual assault search terms to an online sexual assault policy, explicitly describe all types of sexual assault in the sexual assault policy, and outline the university's protocol for reporting sexual assault in the sexual assault policy, which should include detailed contact information of a non-security related campus authority and acknowledgment of reports 24 hours a day, 7 days a week.

### **2.3 Potter, S. J., Moynihan, M. M., Stapleton, J. G., & Banyard, V. L. (2009)**

Potter, Moynihan, Stapleton, and Banyard (2009) conducted a media campaign designed to model prosocial bystander behaviors in the context of risk for sexual violence on a university campus. The purpose of this study is twofold: to design a media campaign on sexual and intimate partner violence that would overcome historical limitations of rape prevention programs in general, and to employ program evaluation tools to assess its community impact. To do so,

Potter, Moynihan, Stapleton, and Banyard (2009) displayed four posters portraying typical campus scenarios and explicitly modeling preventive bystander behaviors.

The posters were displayed following the four weeks after spring break, and were in 285 sites throughout the campus including all residence halls, campus recreation facilities, student centers, and dining halls. To ensure the posters were seen by students on a regular basis, they were also displayed at 65 locations surrounding the campus, including Greek houses and local businesses. Each poster featured the campaign tagline, “Know your power. Step in, Speak up. You can make a difference,” and provide specific advice about what to do in similar situations. In a post-test only design, a web survey was administered to assess student awareness of the bystander role in reducing sexual violence.

Potter, Moynihan, Stapleton, and Banyard (2009) advertised this survey on the university’s student portal, and on flyers. As an incentive, survey participants were given the chance to win an iPod Video. Participants answered a series of questions on bystander behaviors and expressed their views on the extent of violence against women on campus. Participants were then shown photos of the four posters and asked whether they had seen them, and if they answered no, they advanced to the outcome with demographic questions. Those who answered yes to previously seeing the posters went to the outcome, and then to a series of questions about their familiarity with the poster content, and finally ended with the demographic questions.

Out of the 372 students who participated in the survey, 78% reported seeing the posters. Demographic information includes 62% female, 27% first-year students, 87% White, and 28% lived off campus. Potter, Moynihan, Stapleton, and Banyard (2009) found that participants who reported seeing the posters exhibited greater awareness of the problem and more of a willingness to participate in reducing sexual violence, compared to those students who did not report seeing



the poster. They also report that provocative imagery can stimulate contemplation, an important step in reducing sexual violence on campuses where prevailing norms and culture too often facilitate rather than discourage sexual violence. Implications for this study suggest looking for new ways to make community members recognize that sexual assault is an issue, and is therefore a community responsibility.

#### **2.4 Vickio, C., Hoffman, B., & Yarris, E. (1999)**

Vickio, Hoffman, and Yarris (1999) state that data has revealed that more than 25% of all women have experienced rape or attempted rape. This article looks at a comprehensive program created by staff members at Bowling Green State University (BGSU) to combat sexual assault. The head of this program is the Coalition Against Sexual Offenses (CASO), and includes representatives from the student health service, counseling center, office of student life, center for wellness and prevention, residence life, campus police, Department of Higher Education and Student Affairs, Office of Multicultural Affairs, off-campus student center, athletic department, various student organizations, and two community resources; a local hospital and a crisis agency. In an effort to lead the university's sexual assault education, prevention, and response efforts, members of CASO have identified several key factors that have contributed to their success.

The first key factor in success involves using a team approach. Vickio, Hoffman, and Yarris (1999) report that sexual assault affects students in a variety of ways including physical health, mental well-being, academic functioning, comfort with housing, interpersonal relations, and perceptions of safety. This provides reasoning for creating a team and utilizing individuals in several expertise when working with victims of sexual assault. The second key factor is setting a course for the future, which is creating a mission and/or goal that the individuals in the team want to support in their efforts for combating sexual assault. The third key factor is soliciting

support from higher education. This can help lend credence to sexual assault initiatives, and potentially gain monetary support.

The fourth key factor is having a centralized location and contact person. The fifth key factor is getting the word out. According to Vickio, Hoffman, and Yarris (1999), “identifying effective ways to inform people about sexual offenses can dispel misconceptions they may harbor about sexual assault, lead them to re-evaluate risky behavior, and result in their taking more appropriate precautions interpersonally” (Vickio, Hoffman, and Yarris, 1999). Finally, the last key factor is evaluating and documenting the outcome of the initiative. This should be assessed based off the goals of the team. All of these factors are important in combating sexual assault, and preparing students for the possibility of physical or sexual assault.

## **2.5 Sabina, C. & Ho, L. Y. (2014)**

Sabina and Ho (2014) state that sexual assault and dating violence are more prevalent during early adulthood than other life stages. They go on to add that the estimated past-year prevalence rate for rape among college women, 5.15%, is substantially higher than for the rape of women in the general population, .94%. (Kilpatrick, Resnick, Ruggiero, Conoscenti, & McCauley, 2007). Given that victimization is associated with negative psychological functioning, substance use, and physical health consequences, Sabina and Ho (2014) declare that it is necessary to examine how victims seek assistance. This study examines empirical studies on formal disclosure, informal disclosure, and service utilization among college students, as well as service provision on campuses.

To identify studies relevant to responses to sexual assault and dating violence among college victims and colleges, four research databases were searched; PsycInfo, Criminal Justice

Abstracts, Educational Resources Information Center, and PubMed. The search terms included three components: use of the term dating violence, sexual assault, rape, IPV, partner abuse, interpersonal violence, or victim in the title or abstract, use of the word college, university, or campus in the title or abstract, and use of the words services, help seeking, report, policy, intervention, treatment, disclosure, or resource in the title or abstract. The criteria were that the study utilize an exclusive college sample or present analyses for this group separately, be empirical and provide detail about results, and pertain to disclosure, service use, or service provision about incidents of sexual assault or dating violence. Although most studies reviewed were atheoretical, some used parts of an ecological model, transtheoretical model, feminist theory, international comparative perspective, community readiness, and likelihood model. The empirical findings were divided into four sections: formal disclosure, informal disclosure, service utilization, and service provision.

Formal disclosure focused on rates of reporting to the police, rates of disclosing to other formal sources, factors associated with reporting to the police, barriers to reporting to police, and facilitators to reporting to the police. Sabina and Ho (2014) found that rates of reporting to the police varied from 0% for sexual coercion, date rape, and dating violence to 12.9% for forced sexual assault, although one study with a small sample found a rate of 42%. It was also noted that rates of reporting were substantially lower when substances were involved. Furthermore, only one-third of those who reported to police were satisfied with the way the report was handled, and reports indicated that on-campus services were not contacted as often as off-campus services. When it comes to formal disclosure, characteristics of the victimization incident, victim, and offender are considered, and more severe victimizations as indicated by presence of a weapon, physical force, injury, peritraumatic fear, and perceived fear of death/injury during

assault were associated with higher levels of reporting to the police. Other characteristics of the victim associated with higher levels of reporting to the police include acknowledging the incident as rape, a higher degree of memory about the assault, high levels of self-efficacy, being able to have open sexual communication, and being concerned about family members knowing about the assault.

Barriers to reporting to police include feeling like the incident wasn't serious enough, being unclear that it was crime or that harm was intended, not having proof the incident occurred, not wanting others or family to know, not wanting the police involved, believing that the police would not think it was serious enough, fear of reprisal, and the victim thinking he/she was partially or fully responsible. Barriers of fear of retaliation, financial dependence, and lack of resources were rated as more important among women, and shame, concerns about confidentiality, and fear of not being believed were rated as more important among men. When looking at what would promote reporting to police, Sabina and Ho (2014) found that participants from one study indicated the main facilitators as public education about acquaintance rape, expansion of counseling and advocacy services, free health services, and laws around protection of confidentiality. In another study, college officials noted that on-campus victim assistance offices, campus law enforcement protocols, a confidential reporting option, and coordinated crisis responses across campuses and communities, would facilitate reporting of sexual assault.

In the next section of informal disclosure, Sabina and Ho (2014) focused on rates of informal disclosure, chosen confidants for disclosure, factors associated with informal disclosure, and responses to disclosure. Across all studies that asked who the victim disclosed to, friends, especially female friends, were the primary confidants for sexual assault and dating violence victims. While estimates of informal disclosure of sexual assault and dating violence

were generally high, lower rates were impacted by the inclusion of men and short reference periods. Factors associated with informal reports include type of incident, victim characteristics (gender, victimization history, acknowledgment of victimization, substance use, coping methods, attachment, rape myth acceptance), and offender characteristics (relationship to victim, substance use). Sabina and Ho (2014) also found that more severe sexual victimizations are disclosed more often than less severe sexual victimizations, and that women also disclose more than men. Responses to disclosure were studied in relation to the psychological functioning of the individual. Negative reactions to sexual assault disclosure were received rarely to very rarely, and female peers often responded with emotional support. Sabina and Ho (2014) found that disclosures were viewed as helpful by victims if good advice was gained, it was an opportunity to vent, and emotional support was offered. However, reactions to disclosures were viewed as negative when the confidant gave bad advice, told the victim to end the relationship, did not understand, or joked about the incident.

The third section of service utilization focused on rates of utilization and associated factors, barriers and facilitators of service utilization, knowledge of services and associated factors, perception of services and suggestions for services. Regarding specific types of service utilization, Sabina and Ho (2014) found that physical and mental health services appeared to be the most utilized, according to research findings. They also report that 4.3% of victims of forced rape since entering college filed a grievance with university officials, but none of the incapacitated rape victims did so. The only variable associated with service use was posttraumatic stress disorder symptoms. As far as factors associated with knowledge of services, female students especially knew where to get information, but only about 40% knew where the crisis center was located. Results show mixed relationships between gender and knowledge of

services, as well as sexual assault history and knowledge of services. Only shame and embarrassment were mentioned in all studies examining barriers to service utilization, and encouragement from friends and family, knowing what happened was wrong, and wanting to prevent the incident from happening to someone else all helped women get help for their sexual assault victimization.

In the final section, service provision focused on development of services, perceptions of services, types of services, and suggestions for services with policies, including enumeration of policies and components and the campus judicial process. Sabina and Ho (2014) found that campuses are full of resources for victims compared to other regions, however, not all universities have vast resources for sexual assault or dating violence. Estimates indicate that 20% of colleges have a women's resource facility, and 29% had victim assistance services. Sabina and Ho (2014), report that "Sexual assault policies indicated that 58% of campuses notified students of services, mostly counseling and campus police (Karjane et al., 2002), but this number dropped to less than 40% when limited to 2-year institutions, historically Black colleges and universities (HBCUs), and Native American colleges and universities, indicating that these services are likely not available at some institutions" (Sabina and Ho, 2014). Communication about services and how to respond to sexual assault may occur through websites, posters, classes, or trainings, however, one study in this review found that many websites were poor and only 15% were excellent about sexual assault information. Furthermore, slightly more than 35% of campuses covered sexual assault in their new student orientations, and 42% of schools provided sexual assault response training to students.

Sabina and Ho (2014) found that collaborations between sexual assault crisis centers, police, administration, faculty, and staff resulted in success and less tensions for victims.

Suggestions for improvement consistently included more funding and resources, more awareness of violence issues, statewide coordination of sexual assault services, better services for international students, assessment of needs, promotion of victim advocate programs, and information sharing and research. According to Sabina and Ho (2014), not all universities have policies for sexual assault, and they state that these policies should include specific goals and an explicit meaning of what sexual assault is. As for disciplinary actions, about 70% of schools had disciplinary procedures for sexual assault and of those, half had a written description of the hearing process, 58% had a process to file a written complaint, 51% disclosed the composition of the judicial hearing board, 53% notified the complainant of procedures and/or outcomes, 46% provided a written description of the hearing process, and 22% indicated the burden of proof used in the hearings.

Major findings from this research include rates of to the police and disclosure to other formal sources were low across studies, informal disclosures were more common than formal disclosures with female friends being the primary respondent, many students were not knowledgeable about services and shame and embarrassment served as impediments to service utilization, mental and physical health services were most commonly used, services varied across campuses, collaborations within campuses and with the larger community were important for coordinated service, and policies and judicial procedures for dating violence and sexual assault were not available on all campuses. Implications from this study include refining measurement, expanding the research on disclosure and service utilization, understanding the outcomes on disclosure and service utilization, accounting for diversity, busting silos in disclosure and service utilization research, and shifting the focus. Sabina and Ho (2014) state that research needs to expand beyond rates of disclosure and service use to understand the process of seeking

assistance, researchers and service providers should be more cautious when understanding experiences of the victims, dating violence and sexual assault should not be thought of as two independent concepts as they overlap in important ways, and focus on service utilization should be given to the ways in which campuses are, or are not, making services victim-friendly.



## **Chapter 3: Methodology**

This section provides the reader with an understanding of how the research was conducted and what it attempted to discover.

### **3.1 Research Design**

This study was based on an exploratory research design that used quantitative methods. The purpose of this research was to gain insight into students' perceptions of campus safety and physical/sexual assault. The following objectives were assessed:

1. Attitudes of students towards campus safety and physical/sexual assault at The Ohio State University
2. Student perceptions about The Ohio State University's administration and their formal procedures when it comes to preventing physical/sexual assault
3. Student perceptions about The Ohio State University's administration and their formal procedures when it comes to the response of physical/sexual assault

An anonymous electronic survey was composed online through Qualtrics, a research software company. There were 48 questions consisting of Likert scale responses, multiple choice options, and some free responses. No identifiable information of the participants was recorded. A consent form was required at the beginning of the survey (see Appendix D), and information on OSU's counseling services was provided at the end.

### **3.2 Data Collection**

Recruitment for this study was done through posting the survey link on OSU Facebook groups set up for Undergraduate Freshman, Sophomore, Junior, and Senior students. Participants

were also gained through emailing the survey description and link to leaders of several student organizations, and asking them to forward it to their members. Participants had to be 18 years or older, and enrolled at The Ohio State University's Columbus campus. A total of 70 students participated in this survey. (See Figure A for a breakdown of Demographics).

### **3.3 Data Analysis**

After the data was recorded on Qualtrics, quantification was utilized to convert the data into numerical form. According to Babbie (2010), numerical representation regarding a manipulation of observation is used for describing and explaining a phenomenon that those numbers and observations reflect. Babbie (2010) describes how in a quantitative data analysis, features are classified, counted, and then constructed into more complex statistical models in an attempt to explain what is observed. Qualtrics provided the numerical representation of this research through statistics based on the answers to the survey questions.

### **3.4 Limitations to the Methodology**

There were many limitations discovered when reviewing the methodology including self-selection bias, sample population, time constraint, and the survey itself. When sending out my survey link during recruitment, the title of the survey was attached to the link. Therefore, "Student Perceptions of Campus Safety and Physical/Sexual Assault" could have seemed more appealing to females rather than males because women have a higher statistic of being victims of violence than men do. This could have had an impact on the demographics of my sample population.

Aside from attracting more females than males to this study, excluding graduate students is also another limitation to the sample size. Graduate students are still able to reside on campus

or live close to campus, which means they have potential to experience the same violence that undergraduate students do. Furthermore, this study was also only able to attract 70 participants, and as of Fall 2016, there were 59,482 students on the Columbus campus at The Ohio State University. Thus, making it hard to generalize the findings to most students on the Columbus campus at OSU. However, the time constraint limitation made it difficult to recruit more participants. Lastly, the survey is another limitation to this study.

Though the survey should have taken no more than fifteen minutes to complete, there were a ton of questions that could have been condensed. The length of the survey is a limitation because forty-eight questions can be a lot for a college student. This survey is an adaptation of the HEDS Consortium Sexual Assault Campus Climate Survey. Their survey asks students about their perceptions of their campus's climate for unwanted sexual contact and sexual assault, their perceptions of how their institution responds to sexual assaults, and how often they have experienced unwanted sexual contact or sexual assault. The survey was released in November and during this time students were preparing for finals, or leaving for break in December. Therefore, they either didn't have time to take the survey or didn't want to do things associated with OSU while on break.

### **3.5 Strengths of the Methodology**

Even though there were many more limitations than expected, there were also strengths of this study. Since this survey was anonymous, participants did not have to feel judged for their answers, thus resulting in unbiased opinions. The feedback was also very detailed and personal. Furthermore, having a survey offered online made it become more accessible to a wider range of people, and displaying the survey on social media is a good way to reach a majority of students. By posting the survey on each OSU class group, Freshmen, Sophomores, Juniors, and Seniors

were all able to be recruited. Finally, the survey had many opportunities for free responses so the students wouldn't feel limited to certain answers.

## Chapter 4: Results

### 4.1 Demographics

Though most participants were white females, no variables were controlled for recruitment. Figure A provides statistics on the makeup of the participants.

**Figure A:**

Demographics Breakdown	
<b>College Classification</b> <ul style="list-style-type: none"><li>• Freshman: 7%</li><li>• Sophomore: 19%</li><li>• Junior : 23%</li><li>• Senior: 51%</li></ul>	<b>Enrollment Status</b> <ul style="list-style-type: none"><li>• Full-Time: 96%</li><li>• Part-Time: 4%</li></ul>
<b>Gender</b> <ul style="list-style-type: none"><li>• Male: 19%</li><li>• Female: 80%</li><li>• Other: 1%</li></ul>	<b>Race/Ethnicity</b> <ul style="list-style-type: none"><li>• White: 93%</li><li>• Black or African American: 0%</li><li>• Asian: 0%</li><li>• Native Hawaiian or Pacific Islander: 1%</li><li>• Other: 6%</li></ul>
<b>Sexual Orientation</b> <ul style="list-style-type: none"><li>• Heterosexual: 87%</li><li>• Gay/Lesbian: 3%</li><li>• Bisexual: 9%</li><li>• Other: 1%</li></ul>	<b>Living Situation</b> <ul style="list-style-type: none"><li>• Campus Housing: 24%</li><li>• Fraternity/Sorority: 0%</li><li>• Off-Campus Housing within walking distance to campus: 64%</li><li>• Off-Campus Housing not within walking distance to campus: 11%</li></ul>

### 4.2 Student Attitudes on Campus Safety at OSU

A majority of the students who participated in this research (n=50) felt that The Ohio State University is a generally safe campus. However, a mere 48% agreed that the number of

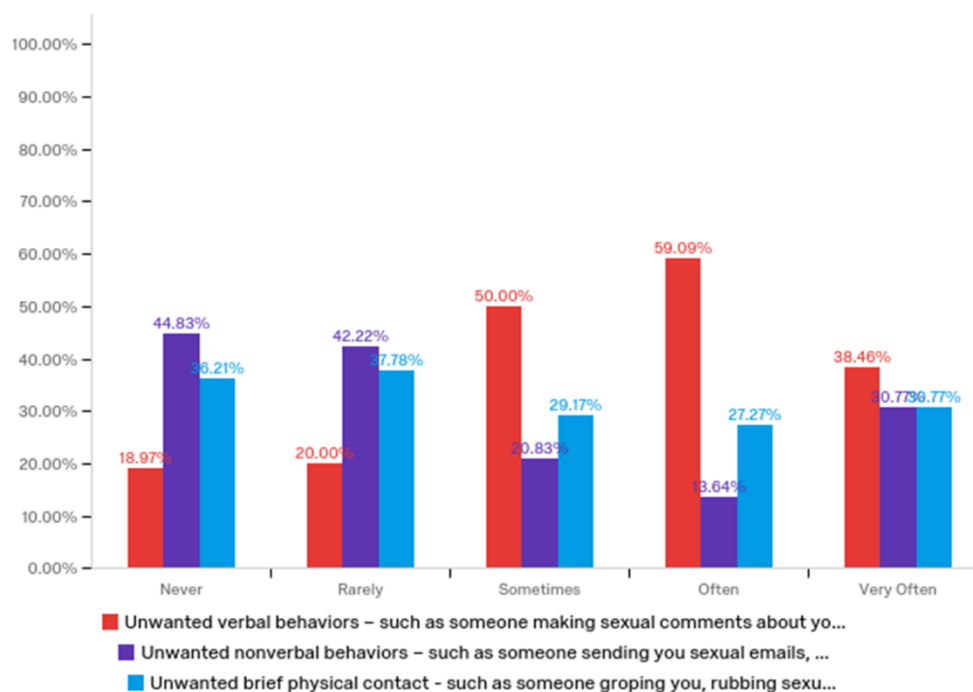
sexual assaults on OSU's campus is low, and 83% would like campus officials to alert them more about violent situations that occur off-campus. Furthermore, in regards to campus climate at The Ohio State University, 74% of participants agreed that faculty, staff, and administrators are genuinely concerned about students' welfare, and 65% agreed that students are genuinely concerned about the welfare of other students. When asked about personal experiences at OSU, 5 participants had been victims of physical violence, and 23 participants had been victims of sexual assault. A majority of the participants (n=59) felt that rape is never the victims fault.

Of the five participants who were victims of physical violence, 60% knew the perpetrator personally. When asked about reporting, 2 didn't report because they didn't think the police would do anything, 2 reported and found the police to be helpful, and 1 just did not report. Four of these attacks occurred off-campus, and one occurred neither off nor on campus. Four of these victims also declared that alcohol was involved, and none of them reported that drugs were involved. Three of these victims were female.

Of the twenty-three participants who were victims of sexual assault, one did not feel comfortable discussing the matter further in the survey, and 95% knew their perpetrator personally. In regards to location of the assault, 6 participants experienced sexual assault on-campus, 11 happened off-campus, and 5 was neither off nor on campus. When asked about reporting to police, 1 reported and found them to be helpful, 2 reported and found them to not be helpful, 1 did not report due to embarrassment, 1 did not report due to being scared, 9 did not report because they felt the police would not do anything, and 8 just did not report. Sixteen out of the twenty-three participants declared that alcohol was involved, and nineteen reported that drugs were not involved. However, two participants were not sure if drugs were involved or not.

Out of the twenty-two participants who were sexual assault victims, sixteen disclosed to someone, and of those disclosures, all reported that their confidant was their friend. Of the six who didn't tell anyone about their assault, common reasons for not reporting include not wanting to get the perpetrator in trouble, fear of retaliation, and fear of punishment. Twenty-two of the 23 sexual assault victims reported on this survey were female, with one victim identifying as non-binary. Figure B provides a breakdown of unwanted sexual contact experienced by the participants since starting at The Ohio State University.

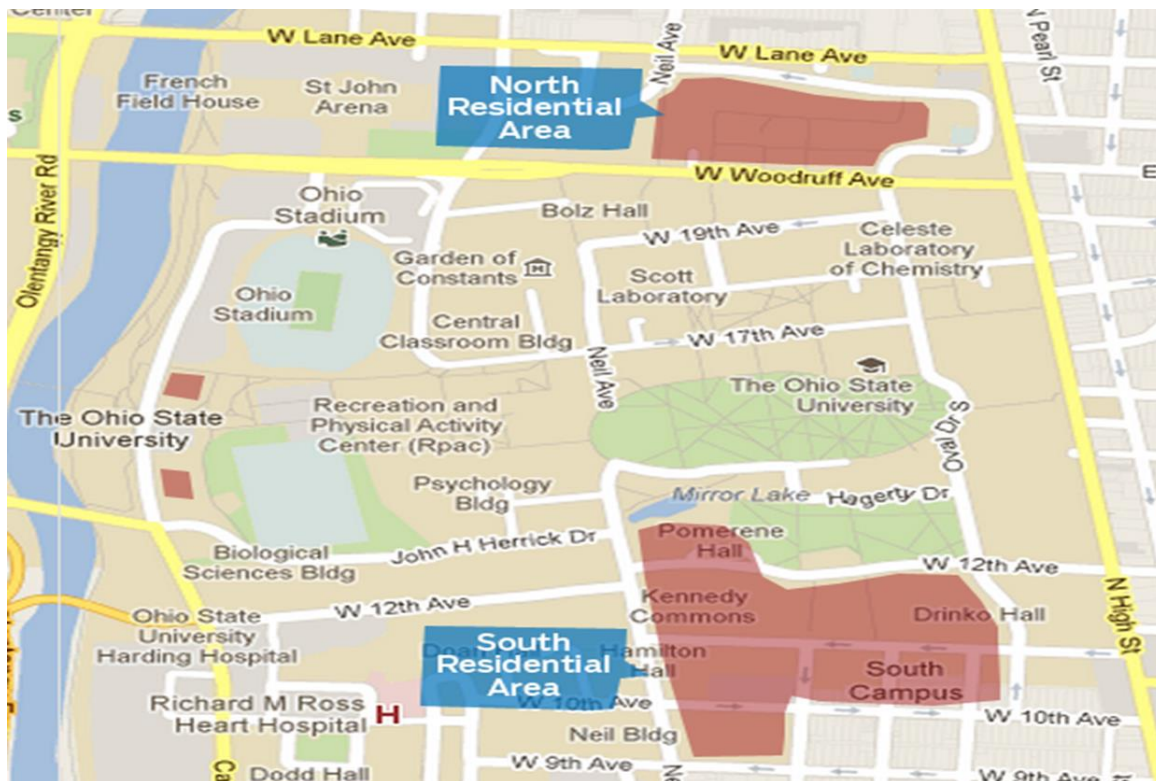
**Figure B:**



When looking into student views on campus safety regarding location, roughly 47% of participants reported that they felt safe walking alone on OSU's campus. Figure C was inserted as a free response question in the survey that asked participants where on campus they felt the most unsafe. A majority of the students reported that the South Residential area on OSU's campus was more dangerous than the North Residential area. In regards to proximity, the South

Residential area is closer to the downtown region of Columbus, including the short north district. Aside from the residential areas, other common locations mentioned were east of High street, Pearl street, and Summit street.

**Figure C:**



#### **4.3 Student Perceptions on OSU's Prevention Mechanisms of Physical/Sexual Assault**

When asked if The Ohio State University does a good job preparing students on how to handle a potentially dangerous situation, 42% of participants disagreed and 30% neither agreed nor disagreed. Therefore, only 28% of participants reported feeling prepared if a dangerous situation was to occur. However, 63% of participants felt that campus officials do a good job protecting students from harm.



Even though a mere 47% of participants agreed that sexual assault cannot be prevented, 73% agreed that OSU should do more to educate students about sexual assault. Furthermore, 80% think that sexual assault should be considered more serious than it is. Additionally, students could provide their opinions in a free response question regarding prevention mechanisms at OSU. Figure D provides these responses.

**Figure D:**

“The RAD course offered by OSUPD needs to be more widespread. It's a great tool for women, but it needs to be supported by the university.”
“Not specifically about the university, and not pertaining to my situation at all, but chances are that the way you dress will increase your chance of being sexually assaulted. Not that I'm defending rapists, I just think that the image you put out can have the potential to encourage a more sexual response from the people around you if that makes sense.”
“The focus should not be on bystander intervention, but on real primary prevention.”
“The number of sexual assaults that occur in dorms on campus is unreal. There needs to be more watchful eyes/security at front desks of dorms to watch for girls being "walked" to their rooms by boys, especially if one or both of them appear intoxicated.”
“Share more statistics about what sexual assault does happen. Beyond that, be transparent about the follow-up actions against the perpetrator and measures done by the university.”

#### **4.4 Student Perceptions on OSU’s Response to Physical/Sexual Assault**

If a crisis occurred, 69% of participants felt that campus officials would handle it well and 66% think they would handle it quickly. Furthermore, 71% of participants felt that administration does a good job alerting students of violent situations on-campus and 63% agreed to situations close to campus, however, 83% would like to be notified more about violence off-campus. Regarding email notifications, 67% agreed that they are effective, and a mere 55% agreed that they are accurately depicted both on and off campus. When it comes to victims of

violent situations, only 28% of participants thought that OSU does a good job informing students on how to handle the effects of a dangerous situation.

Of the five participants who were victims of physical assault, 3 did not use OSU's procedures for making a formal report on the assault, and 1 did not know the procedures. The participant who did use OSU's procedures for making a formal report answered, "Very Unsatisfied" with their process. Of the twenty-two victims who answered questions on their sexual assault experience, 12 did not use OSU's procedures for making a formal report on the assault, and 8 did not know them. Of the two participants who did use OSU's procedures for making a formal report, one was "Very Satisfied" with OSU's process and response, and one was "Very Unsatisfied". Students were also able to provide their opinions in a free response question regarding how OSU responds to violent situations. Figure E provides these responses.

**Figure E:**

<p>“My roommate worked with the Advocacy Office after a boyfriend she had had hit her a few times while they were both intoxicated. I do not believe what he did was right, but she also told me that she provoked the fights and "I'd hit him too but I know my own strength". She had had a past of abusive boyfriends who she didn't report in the past, but this time around she wasn't doing well in her classes and the advocacy office essentially told her if she officially reported him they would email her teachers and help her out and in my opinion essentially bribed her with benefits and told her not to do it until she got to the mad phase in the processing of what happened. I'm not sure if they did this because she made it seem one sided or if OSU was looking to increase their reported statistics (which in general is a positive thing i believe so don't take this wrong). But she definitely played the victim card and got a ton of slack from her professors about tests and due dates when it was all from her own lack of studying and work ethic and essentially exploited the situation for personal gain while the guy was suspended for a year and has it on his record. Advocacy office also recommended she take the situation to the real criminal courts (in case he got mad) thus essentially furthering the damage to this guy's future for a situation that was definitely two sided. As a women I totally believe that sexual assault or physical abuse is unacceptable, especially when we are at an age where we should be in control of our actions and nobody should do this to someone else, but I also think there needs to be a better watchdog of the practices/motivations universities use to get students to come forward because no situation is completely black and white and the failure to protect ALL students involved in the situation should be considered. (this may or may not be an outlier - which I really hope it was, but the advocacy offices practices that my roommate told me about and I witnessed her exploit benefits from her professors because of it have made me question the morality of truth that office is supposed to find and whether their efforts are genuine).”</p>
<p>“The response should be more transparent and shared with the public. Often we do not hear about the results of reports or investigations and that is why I do not think anything is being done. Ohio State needs to stop being so worried about their public apperance and more worried about the students safety.”</p>
<p>“I appreciate the emails and texts that we do receive when sexual assault occurs, but I feel like only a small fraction of reported sexual assaults are actually responded to/taken seriously. If girls don't feel like they will be taken seriously or believed, why would they even report at all. In addition, while I appreciate the emails from OSU, the end blurb about "sexual assault is never the victim's fault, but..." could be worded in a slightly different way. I understand wanting to educate people on walking home safely etc., but the blurb still sounds a little victim-blaming to me.”</p>
<p>“Many stories I've heard about University response have been short-lived, ineffective, or have negatively hidden by the anonymity of the situation.”</p>
<p>“they should report more”</p>

## **Chapter 5: Discussion**

### **5.1 Student Concerns of Campus Safety at OSU**

Regarding the safety climate at The Ohio State University, students who participated in this study felt as if campus provided a generally safe atmosphere. A majority of participants felt safe walking alone on campus, however, the south residential area appeared to be more unsafe than the north. This gives notion to more security measures being needed for students on the south side of campus, that may not require as frequently on the north. A large number of students also felt as though OSU campus administration genuinely cares about their students, and handles violence and assaults efficiently and quickly. However, 40% of participants disclosed that they were victims of either physical or sexual assault, with 21% occurring on-campus and 54% off-campus.

Of these victims, 39% did not report to the police because they did not think the police would do anything. This concept provides a demand for campus officials to make their approach on handling crime more direct and apparent. In reference to unwanted sexual contact since being at The Ohio State University, a majority of participants often experienced inappropriate verbal behaviors such as sexual comments, 14% often experienced inappropriate nonverbal behaviors such as texts or emails, and 27% often experienced inappropriate brief physical contact such as being groped. These numbers shed light on the fact that sexual harassment is prevalent at OSU, but can exist in other ways than strictly physical contact. Since colleges and universities provide an environment where violence and harassment can frequent, it is important for students to be prepared during these situations, as well as for campus officials to take these crimes seriously.

In an effort to understand how students feel in regards to prevention mechanisms, many questions on the survey asked how participants felt campus administration helps with preparation for possible danger. Most participants felt campus officials are efficient at protecting students from danger. However, when asked if OSU does a good job teaching students how to handle potentially dangerous situations firsthand, only 28% agreed. Furthermore, a majority of students would like to be more educated on how to prevent sexual assaults.

Results on how students perceive OSU administration does with their procedures on preventing physical/sexual assault indicate a need for OSU to do more with prevention mechanisms through education on assaults and other forms of campus violence. Due to the fact that crime will never be completely eradicated, it is important for potential victims to understand what has happened to them, and how they can protect themselves in these situations. Some respondents noted a need for a more primary-based intervention, rather than relying on others to help them in dangerous events. By focusing on risk reduction, students will become educated on all aspects of campus violence. This approach can strengthen their awareness when alone, as well as supply them with knowledge on how to respond in times of danger. In addition to understanding how students respond in violent situations, it is also important to consider how campus administration responds to these victims.

Though a large number of participants felt that campus administration does a good job alerting them of dangerous situations on-campus and close to campus, a majority of participants would like to be notified more. Participants in this study also felt that campus emails of crime that occurred are effective, though roughly half of respondents felt that they are accurately depicted. This demonstrates an obligation for OSU to alert students of campus crime and crime

close to campus more frequently, as well as having the alerts be more transparent and detailed when possible.

Participants who were victims of physical and sexual assault were asked questions on if they used OSU's procedures for making a formal report on the crime. Two out of the three victims who did use OSU's procedures reported being unsatisfied. Furthermore, nine respondents did not know them. To handle the effects of crime, students must know how to report a violent situation if it ever were to occur to them. Therefore, OSU campus officials and police should make their policies and efforts more widely known to all students, both residing on and off campus.

## **5.2 OSU Procedures**

Though there are many efforts described in OSU's Annual Security Report that seek to prevent physical/sexual assault and respond efficiently for victims, participants in this study still feel as though more needs to be done. Based on the results for reporting procedures, nine participants who were victims of assault did not know OSU's official procedures. The Ohio State University provides victims with a mass amount of resources, however, if students are unaware of these resources, they are unable to access them. Participants in this study also felt more needs to be done with prevention, even though OSU's Annual Security Report detailed numerous efforts on promoting risk reduction. Therefore, campus officials should do more to educate students on what they are actively doing to prevent violence at OSU.

Furthermore, results indicated a need for OSU to do more education around sexual assault. For instance, students who travel abroad are required to receive program country specific information, emergency contact information, a handbook on various relevant issues, and must

participate in health, safety, emergency response training. This is similar to what respondents in the survey mentioned by focusing on risk reduction. Though a large number of students who attend The Ohio State University grew up in the United States, most students who go on to obtain higher education are new to a campus environment, which can seem like a new country. If OSU required all incoming Freshmen to engage in the same types of initiatives and trainings that are assigned for study abroad students regarding campus safety and crime, students will be able to feel more prepared when danger approaches them.

### **5.3 Impacts of this Research**

This thesis sought out to explore how students feel regarding the campus climate at The Ohio State University, as well as their opinions on how campus administration helps with preventing dangerous situations and how they respond to victims. This research intended to give a voice to students regarding campus safety efforts. This can help educate administration at OSU on what students feel is working, as well as what students think is still necessary to put forth in their efforts on promoting a safe environment on campus.

## **Chapter 6: Conclusion**

### **6.1 Implications**

Research like this thesis can be a good tool to use when a university's administration is examining how efficient their efforts are in regards to campus safety. Since each college and university around the country is made up of various demographics and environments, this research cannot be generalized to all schools and opinions of students. However, this creates a demand for research similar to this to be duplicated on all campuses to promote the most effective measures on combating physical/sexual assault and campus violence.

### **6.2 Further Research**

Due to limitations of the study, this is only a one part thesis. Continuing efforts of this research include getting the opinions of administration at The Ohio State University on how they feel they are doing with prevention mechanisms and response to dangerous situations for students. After their opinions have been gathered, a comparison study will be done to see where the gap lies between students and administration, which therefore can help create an understanding and awareness on the various aspects of having the most safe and friendly campus environment.



## Appendix A

### Sexual Assault and Dating Violence Definitions on the 2016 OSU Annual Security Report

- **Sexual Misconduct** – Conduct of a sexual nature or conduct based on sex or gender that is nonconsensual or has the effect of threatening, intimidating, or coercing a person. Includes sexual harassment, sexual violence, relationship violence, and stalking. Sexual misconduct is a form of sex- and gender-based discrimination.
- **Sexual Violence** – Sexual acts perpetrated against an individual's will or when an individual is incapable of giving consent. All such acts of sexual violence are forms of sexual misconduct.
- **Sexual Assault** – Nonconsensual sexual contact and nonconsensual sexual intercourse. All such acts of sexual assault are forms of sexual violence and therefore sexual misconduct.
- **Relationship Violence** – Dating violence and domestic violence.
- **Domestic Violence** – Conduct that would meet the definition of a felony or misdemeanor crime of violence committed by the complainant's current or former spouse or intimate partner, a person with whom the complainant shares a child in common, a person who is or has cohabitated with the complainant as a spouse or intimate partner, an individual similarly situated to a spouse under domestic or family violence law, or anyone else protected under the domestic or family violence law of the jurisdiction in which the offense occurred. An individual need not be charged with or convicted of a criminal offense to be found responsible for domestic violence pursuant to this policy.

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## **Appendix A** (continued)

- **Dating Violence** – Violence or threat of violence by an individual who has been in a social relationship of a romantic or intimate nature with the complainant. Whether there was such relationship will be determined based on the reporting party's statement and with consideration of the length and type of relationship, and the frequency of interaction of the people involved in the relationship.
- **Stalking** – A course of conduct directed at a specific individual that would cause a reasonable person under similar circumstances and with similar identities to the complainant to fear for her, his, or others' safety, or to suffer substantial emotional distress. A course of conduct includes two or more acts, including but not limited to those in which the alleged perpetrator directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about the complainant, or interferes with the complainant's property.

## Appendix B

### Recruitment Email

**To:**

**From:** courtneykren1334@gmail.com

**Subject:** Physical/Sexual Assault Research

**Message:**

Hello,

My name is Courtney Kren. I am a senior conducting research as part of my curriculum for the Social Work Honors college. The purpose of this research is to gain insight into students' perceptions of campus safety and physical/sexual assault. The importance of this research is to bring awareness on how students feel about practices and policies at The Ohio State University when it comes to campus safety and physical/sexual assault. Participants will be asked questions on their perceptions of campus safety and physical/sexual assault.

Your role in this research is very important, and will allow you to give your opinion about this subject through a confidential questionnaire. The survey questionnaire will consist of 48 questions. However, most questions consist of skip logic which means not every person taking the survey will have to answer every single question. This survey should take no longer than 15 minutes to complete. No identifiable information will be asked to guarantee anonymity.

If you could pass this along to other members in your group, it would be greatly appreciated! This survey will be used as a research tool to inform campus on how to improve safety for all students.

If you choose to proceed with the questionnaire, please read and agree to the consent form attached below.

## **Appendix C**

### Recruitment Facebook Post:

Hey guys! I am a senior conducting research as part of my curriculum for the Social Work Honors college. The purpose of this research is to gain insight into students' perceptions of campus safety and physical/sexual assault. I am looking for participants to take part in this research through a survey questionnaire. It should take no longer than 15 minutes to complete. Please help me bring awareness on how students feel about practices and policies at The Ohio State University when it comes to campus safety and physical/sexual assault! Attached below is the link to the survey, as well as a consent form to read before you access the survey. Feel free to email me at kren.6@osu.edu if you have any questions. Thanks.

## Appendix D

### Consent Form

#### **Consent to Participate in Research**

The purpose of this research is to gain insight into students' perceptions of campus safety and physical/sexual assault. The importance of this research is to bring awareness on how students feel about practices and policies at The Ohio State University when it comes to campus safety and physical/sexual assault. Participants will be asked questions on their perceptions of campus safety and physical/sexual assault. **This will then create a possible risk of the participant remembering past traumatic events and feeling discomfort.**

Your role in this research is very important, and will allow you to give your opinion about this subject through a confidential questionnaire.

You have the right to refuse to participate in this survey. You also have the right to refuse to answer specific questions or stop the survey completely. Your participation in this survey is **voluntary**.

If you wish to proceed with the survey questionnaire, it will consist of 48 questions. However, most questions consist of skip logic which means not every person taking the survey will have to answer every single question. This survey should take no longer than 15 minutes to complete. No identifiable information will be asked to guarantee anonymity. We will work to make sure that no one sees your survey responses without approval. But, because we are using the Internet, there is a chance that someone could access your online responses without permission. In some cases, this information could be used to identify you.

Your participation in this study is very valuable and sharing your thoughts will be very helpful to me and other researchers working on issues related to campus safety and physical/sexual assault.

There are no immediate benefits to this study. In order to ensure confidentiality of the responses, no compensation will be provided. However, the long-term benefits of this study involves bringing awareness on how students feel about practices and policies at The Ohio State University when it comes to campus safety and physical/sexual assault. The only risk associated with this study is the possibility of reliving past trauma surrounding campus safety or physical/sexual assault. If you proceed with this survey and this happens to you, there will be a referral to campus counseling services at the end of the questionnaire.

I will be reporting findings from the completed surveys in my research paper. However, your name and identity will **not** be included in these summaries. This report will be available at the College of Social Work, The Ohio State University for all to read.

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## Appendix D (continued)

If you experience any negative emotions from the questions on this survey, please contact The Ohio State University – Counseling and Consultation Service at:

Younkin Success Center (4th Floor)  
1640 Neil Avenue  
Columbus, OH 43201  
614-292-5766

<http://www.ccs.ohio-state.edu/>

If you have questions, complaints or concerns about this study, you can contact Courtney Kren at [kren.6@buckeyemail.osu.edu](mailto:kren.6@buckeyemail.osu.edu).

\*\*Contact the Institutional Review Board (IRB) if you have questions regarding your rights as a research participant. Also, contact the IRB if you have questions, complaints or concerns which you do not feel you can discuss with the investigator. The Ohio State University IRB may be reached by phone at (800) 678-6251 or by e-mail at meadows.8@osu.edu.

**Your participation in this research is voluntary, and you will not be penalized or lose benefits if you refuse to participate or decide to stop. There is no charge for participating in this study. Proceeding with the survey means that the research study, including the above information, has been read by you, and that you voluntarily agree to participate:**

☐ No, I do not wish to participate in this study

☐ Yes, I wish to participate in this study. The purpose of the study and the survey has been explained to me clearly and all of my questions have been answered. I know that my participation in this study is voluntary, that I can stop it anytime I wish, and that I can refuse to answer any of the questions asked of me. I am aware that this information may include information about my age, religion, marital history, sexual history, and health status. The reasons for using this information have been explained to me

## Appendix E

### Survey

#### **Student Perceptions on Campus Safety and Physical/Sexual Assault at The Ohio State University:**

- 1) Do you attend the Columbus campus at The Ohio State University?
  - a. Yes
  - b. No(If yes is selected, skip to question 2. If no is selected, skip to end of survey.)
- 2) Are you full-time or part-time?
- 3) What is your college classification for the 2016-2017 year? (Freshman, Sophomore, etc.)
- 4) What gender do you classify with?
- 5) What is your race/ethnicity?
- 6) Which of the following best describes where you are currently living?
  - a. Dormitory or other campus housing (not a fraternity or sorority house)
  - b. Fraternity or sorority house (including college-owned housing)
  - c. Residence (house, apartment, etc.) within walking distance to the institution
  - d. Residence (house, apartment, etc.) farther than walking distance to the institution
  - e. Other \_\_\_\_\_
- 7) What is your sexual orientation?
- 8) Below are statements about your views on the general climate at The Ohio State University.

Please indicate the extent to which you agree or disagree with each:  
*Strongly Agree – Agree – Neither Agree nor Disagree – Disagree – Strongly Disagree*

  - a. Faculty, staff, and administrators at The Ohio State University are genuinely concerned about students' welfare.
  - b. Students at The Ohio State University are genuinely concerned about the welfare of other students
  - c. I feel safe on this campus
  - d. Campus officials do a good job protecting students from harm
  - e. If a crisis happened here, I am confident campus officials would handle it well
  - f. If a crisis happened here, I am confident campus officials would handle it quickly
  - g. The Ohio State University does a good job alerting students when a crisis situation occurs on campus
  - h. The Ohio State University does a good job alerting students when a bad situation occurs close to campus
- 9) Where on-campus or off-campus do you feel the most unsafe?
- 10) Do you feel campus emails of violent events that have occurred are effective?
- 11) Do you feel campus alerts you of a violent event that took place in a timely manner?

(Continued on next page)

## Appendix E (Continued)

- 12)** Do you feel campus alerts of violent events are accurately depicted on both on and off campus?
- a. Yes
  - b. No

- 13)** Do you feel campus should alert you more about violent events that occur off-campus?

- 14)** Below are statements about your views on sexual assault at The Ohio State University.

Please indicate the extent to which you agree or disagree with each:

*Strongly Agree – Agree – Neither Agree nor Disagree – Disagree – Strongly Disagree*

- a. The number of sexual assaults that occur on campus is low
  - b. Sexual assault is an increasing social issue
  - c. The Ohio State University does a good job preparing students on how to handle a potentially dangerous situation
  - d. The Ohio State University does a good job informing students on how to handle the effects of a dangerous situation
  - e. The Ohio State University should do more to educate students about Sexual Assault
  - f. I feel safe walking alone on campus
  - g. A girl who goes out alone at night or wears provocative clothing, puts herself in a position to be raped
  - h. You can prevent sexual assault
  - i. Going home with a man at the end of a date is a girl's way of communicating to him that she wants to have sex
  - j. Rape is never the victims fault
  - k. If the victim consents while highly intoxicated it should still be considered rape
  - l. Men cannot be raped
  - m. Sexual assault should be considered more serious than it is
- 15)** Since starting at The Ohio state University, how often have you experienced the following forms of unwanted sexual contact while you were (a) on campus; (b) off campus at an event or program connected with The Ohio State University, including study abroad and internships; or (c) at a social activity or party near campus such as at an apartment, restaurant, or bar?

*Never – Rarely – Sometimes – Often – Very Often*

- a. Unwanted verbal behaviors – such as someone making sexual comments about your body; making unwelcome sexual advances, propositions, or suggestions to you; or telling you sexually offensive jokes or kidding about your sex or gender-specific traits.
- b. Unwanted nonverbal behaviors – such as someone sending you sexual emails, texts, or pictures; posting sexual comments about you on blogs or social media; showing you sexually offensive pictures or objects; leering at you or making lewd gestures towards you; or touching him or herself sexually in front of you
- c. Unwanted brief physical contact - such as someone groping you, rubbing sexually against you, pinching you, or engaging in any other brief inappropriate or unwelcome touching of your body

(Continued on next page)



## **Appendix E (continued)**

- 16)** I personally know someone who has been victim of sexual assault (Y/N)
- 17)** I personally know someone who has been victim of a violent crime (Y/N)
- 18)** I have been a bystander while witnessing sexual assault (Y/N)
- 19)** \*If so, did you intervene?
- 20)** I have been a bystander while witnessing a physically violent crime (Y/N)
- 21)** \*If so, did you intervene?
- 22)** I have been a victim of a physically violent crime. (The next part of this survey will consist of a few questions about your experience, you can opt out of that section if you do not feel comfortable talking about it). \*\*This does not include sexual assault.
- a. Yes, but I do not feel comfortable talking about it
  - b. Yes
  - c. No
- (If yes, but I do not feel comfortable talking about it, skip to question 33. If yes, skip to question 24. If no, skip to question 33.)
- 23)** Where did the assault occur?
- 24)** Did you know the perpetrator personally?
- 25)** Did you go to the police?
- 26)** Was alcohol involved?
- 27)** Were drugs involved?
- 28)** Was physical force or coercion involved?
- 29)** Did you use The Ohio State University's procedures for making a formal report about the sexual assault?
- 30)** How satisfied were you with The Ohio State University's PROCESS for making a formal report about the violent crime?
- 31)** How satisfied were you with The Ohio State University's RESPONSE for making a formal report about the violent crime?
- 32)** I have been a victim of sexual assault. (The next part of this survey will consist of a few questions about your experience, you can opt out of that section if you do not feel comfortable talking about it).
- a. Yes, but I do not feel comfortable talking about it
  - b. Yes
  - c. No
- (If yes, but I do not feel comfortable talking about it, skip to question 50. If yes, skip to question 34. If no, skip to question 50.)
- 33)** Where did the assault occur?
- 34)** Did you know the perpetrator personally?
- 35)** Did you go to the police?
- 36)** Was alcohol involved?
- 37)** Were drugs involved?
- 38)** Was physical force or coercion involved?

(Continued on next page)

## Appendix E (continued)

**39)** Did you tell anyone? If yes, what was their relationship to you.

**40)** If you did not tell anyone, what stopped you from telling someone about the sexual assault?

Select all that apply.

- a. I did not think I would be believed.
- b. I thought I would be blamed for what happened.
- c. I wanted to deal with it on my own.
- d. I was ashamed/embarrassed.
- e. I was concerned others would find out.
- f. I did not recognize it as sexual assault at the time.
- g. I did not want the people who did it to get in trouble.
- h. I was afraid of retaliation.
- i. I did not think others would think it was serious.
- j. I thought people would try to tell me what to do.
- k. It would feel like I was admitting failure.
- l. I did not think others would think it was important.
- m. I did not think others would understand.
- n. I did not have time to deal with it due to academics, work, etc.
- o. I did not know the reporting procedure on campus.
- p. I feared I would be punished for infractions or violations (e.g., underage drinking).
- q. I did not think campus officials could help.
- r. I did not think campus officials would do anything about my report.
- s. I feared others would harass me or react negatively to me.
- t. I thought nothing would be done.
- u. I didn't want others to worry about me.
- v. I wanted to forget it happened.
- w. Other \_\_\_\_\_

**41)** Did you use The Ohio State University's procedures for making a formal report about the sexual assault?

**42)** How satisfied were you with The Ohio State University's PROCESS for making a formal report about the violent crime?

**43)** How satisfied were you with The Ohio State University's RESPONSE for making a formal report about the violent crime?

**44)** Have you tried counseling?

**45)** Is there anything you want others in your situation to know?

**46)** If there is any additional information you would like to provide about The Ohio State University's climate for safety and sexual assault, please use the box below

**47)** If there is any additional information you would like to provide about The Ohio State University's methods when it comes to preventing physical/sexual assault, please use the box below

**48)** If there is any additional information you would like to provide about The Ohio State University's procedures when it comes to the aftermath of physical/sexual assault, please use the box below

**49) Counseling Referral**

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